



ELSEVIER

Early Childhood Research Quarterly 16 (2001) 539–544

**Early
Childhood
Research
Quarterly**

ARTICLE INDEX

A

And so we plough along: The nature and nurture of partnerships for inquiry, W. Steven Barnett and Ellen C. Frede, 1:3

"Are two better than one?" The impact of years in Head Start on child outcomes, family environment, and reading at home, Shulamit Natan Ritblatt, Sarah Maury Brassert and Francisco Gomez, 4:525

Assessing child care quality with a telephone interview, Susan D. Holloway, Sharon L. Kagan, Bruce Fuller, Lynna Tsou, and Jude Carroll, 2:165

B

Balancing federal and local evaluations of federally-funded programs, Robert G. St. Pierre, Lawrence S. Bernstein, and Janet P. Swartz, 1:151

Book Review: Advances in special education: Multiculturalism education for learners with exceptionalities, Barbara L. Seidl, 3:397

Book Review: How language comes to children: From birth to two years, Rebecca B. McCathren, 3:395

Bridging research and practice to develop a two-way bilingual program, Deborah Stipek, Rosaleen Ryan, and Raul Alarcón, 1:133

C

Collaboration in building partnerships between families and schools: The National Center for Development and Learning's Kindergarten, Robert C. Pianta, Marcia Kraft-Sayre, Sara Rimm-Kaufman, Nancy Gercke, and Terri Higgins, 1:117

Collaborative inquiry: A means of creating a learning community, Jean L. Konzal, 1:95

E

Early childhood care: Relations with family characteristics and preferred care characteristics, Diane M. Early and Margaret Burchinal, 4:475

Early cognitive and behavioral predictors of later performance: A

follow-up study of ELBW children from ages 2 to 4, Nina Sajaniemi, Liisa Hakamies-Blomqvist, Saara Katainen and Lennart von Wendt, 3:343

H

Helpers, mothers and preachers: The multiple roles and discourses of family child care providers in an African-American community, Juliet Bromer, 3:313

I

Identification of social-emotional problems in young children using a parent-completed screening measure, Jane Squires, Diane Bricker, Kay Heo, and Elizabeth Twombly, 4:405

Identifying social emotional problems in young children: A special educator's view, Carol F. Czaja, 4:421

Identifying social emotional problems in young children: Perspectives of a program coordinator, Amy Harris-Solomon, 4:427

Inside home visits: A collaborative look at process and quality, Lori A. Roggman, Lisa K. Boyce, Gina C. Cook, and Vonda K. Jump, 1:53

Instruction of students with moderate and severe disabilities in elementary school, John W. Schuster, Mary Louise Hemmeter, and Melinda Jones Ault, 3:329

Intervening with teachers to encourage father/male involvement in early

childhood programs, Brent A. McBride, Thomas R. Rane, and Ji-Hi Bae, 1:77

N

Nap schedules and sleep practices in infant-toddler groups, Helena Siren-Tiusanen and Heljä Antola Robinsion, 4:453

P

Parental influence on child interest in shared picture book reading, Camilo Ortiz, Rebecca M. Stowe and David H. Arnold, 2:263

Playing and working in kindergarten: Cognitive co-construction in two educational settings, Paul P.M. Leseman, Linda Rollenberg, and Jan Rispen, 3:363

Practitioner perspective: A good word for the telephone, Bettye M. Caldwell, 2:237

Practitioner perspective: Assessing child care with a telephone interview, Karen W. Ponder, 2:241

Practitioner perspective: Response to preparing the workforce, Nancy File, 3:307

Practitioner perspective: Inside home visits: Response from the Early Head Start program director, Sarah Thurgood, 1:73

Predictors of developmentally appropriate classroom practices in kindergarten through third grade, Kelly L. Maxwell, R.A. McWilliam,

Mary Louise Hemmeter, Melinda J. Ault, and John W. Schuster, 4:431

Preparing the workforce: Early childhood teacher preparation at 2- and 4-year institutions, Diane M. Early and Pamela J. Winton, 3:285

R

Reasons for choosing child care: Associations with family factors, quality, and satisfaction, Vicki Peyton, Anne Jacobs, Marion O'Brien, and Carolyn Roy, 2:191

The role of culture in program improvement, Sally Lubeck, Pat Jessup, Mary deVries, and Jackie Post, 4:499

S

Staff perceptions of research in the context of specific strategies for collaboration with Head Start programs, Richard G. Lambert, Martha Abbott-Shim, and Cindy Oxford-Wright, 1:19

T

Title I funded preschools as a developmental context for children's play and verbal behaviors, Dale C. Farran and Whasoup Son-Yarbrough, 2:245

U

Understanding barriers to parent involvement in Head Start: A research-community partnership, Faith Lamb-Parker, Chaya S. Piotrkowski, Amy J.L. Baker, Susan Kessler-Sklar, Beryl Clark, and Lenore Peay, 1:35

W

What do parents want from day care services? Perspectives from Australia, Winnie Puiling Liu, Alexander Seeshing Yeung, and Sue Farmer, 3:385

"What do you do in child care?" Children's perceptions of high and low quality classrooms, Nancy W. Wiltz and Elisa L. Klein, 2:209

AUTHOR INDEX

A

Abbott-Shim, Martha. see Richard G. Lambert, 1:19
Alarcón, Raul. see Deborah Stipek, 1:133
Arnold, David H. see Camilo Ortiz, 2:263
Ault, Melinda J. see John W. Schuster 3:329

Ault, Melinda J. see Kelly L Maxwell, 4:431

B

Bae, Ji-Hi. see Brent McBride, 1:77
Baker, Amy J.L. see Faith Lamb-Parker, 1:35
Barnett, W. Steven and Ellen C. Frede. *And so we plough along: The nature and nurture of partnerships for inquiry*. 1:3

Bernstein, Lawrence S. see Robert G. St. Pierre, 1:151

Boyce, Lisa K. see Lori A. Roggman, 1:53

Brassert, Sally Maury. see Shulamit Natan Ritblatt, 4:525

Bricker, Diane. see Jane Squires, 4:405

Bromer, Juliet. *Helpers, mothers and preachers: The multiple roles and discourses of family child care providers in an African-American community.* 3:313

Burchinal, Margaret. see Diane M. Early, 4:475

C

Caldwell, Bettye M. *A good word for the telephone.* 2:237

Carroll, Jude. see Susan D. Holloway, 2:165

Clark, Beryl. see Faith Lamb-Parker, 1:35

Cook, Gina A. see Lori A. Roggman, 1:53

Czaja, Carol F. *Identifying social-emotional problems in young children: A special educator's view.* 4:421

D

deVries, Mary. see Sally Lubeck, 4:499

E

Early, Diane M. *Preparing the workforce: Early childhood teacher preparation at 2- and 4-year institutions of higher education.* 3:285

Early, Diane M. *Early childhood care: Relations with family characteristics and preferred care characteristics.* 4:475

F

Farmer, Sue. see Winnie Puiling Liu, 3:385

Farran, Dale C. *Title I funded preschools as a developmental context for children's play and verbal behaviors.* 2:245

File, Nancy. *Response to preparing the workforce.* 3:307

Frede, Ellen C. see W. Steven Barnett, 1:3

Fuller, Bruce. see Susan D. Holloway, 2:165

G

Gercke, Nancy. see Robert C. Pianta, 1:117

Gomez, Francisco. see Shulamit Natan Ritblatt, 4:525

H

Hakamies-Blomqvist, Liisa. see Nina Sajaniemi, 3:343

Harris-Solomon, Amy. *Identifying social-emotional problems in young children: Perspectives of a program coordinator.* 4:427

Hemmeter, Mary Louise. see John W. Schuster, 3:329

Hemmeter, Mary Louise. see Kelly L. Maxwell, 4:431

Heo, Kay. see Jane Squires, 4:405

Higgins, Terri. see Robert C. Pianta, 1:117

Holloway, Susan D. *Assessing child-care quality with a telephone interview.* 2:165

J

Jacobs, Anne. see Vicki Peyton, 2:165

Jessup, Patricia. see Sally Lubeck, 4:499

Jump, Vonda K. see Lori A. Roggman, 1:53

K

- Kagan, Sharon L. see Susan D. Holloway, 2:165
- Katainen, Saara. see Nina Sajaniemi, 3:343
- Kessler-Sklar, Susan D. see Faith Lamb-Parker, 1:35
- Klein, Elisa L. see Nancy W. Wiltz, 2:209
- Konzal, Jean L. *Collaborative inquiry: A means of creating a learning community.* 1:95
- Kraft-Sayre, Marcia. see Robert C. Pianta, 1:117

L

- Lambert, Richard G. *Staff perceptions of research in the context of specific strategies for collaboration with Head Start programs.* 1:19
- Lamb-Parker, Faith. *Understanding barriers to parent involvement in Head Start: A research-community partnership.* 1:35
- Leseman, Paul P.M. *Playing and working in kindergarten: Cognitive co-construction in two educational situations.* 3:363
- Liu, Winnie Puiling. *What do parents want from day care services? Perspectives from Australia.* 3:385
- Lubeck, Sally. *The role of culture in program improvement.* 4:499

M

- Maxwell, Kelly L. *Predictors of developmentally appropriate*

classroom practices in kindergarten through third grade. 4:431

- McBride, Brent. *Intervening with teachers to encourage father/male involvement in early childhood programs.* 1:77
- McCathren, Rebecca B. *Book Review: How language comes to children: From birth to two years.* 3:395
- McWilliam, R. A. see Kelly L. Maxwell, 4:431

O

- O'Brien, Marion. see Vicki Peyton, 2:165
- Ortiz, Camilo. *Parental influence on child interest in shared picture book reading.* 2:263
- Oxford-Wright, Cindy. see Richard G. Lambert, 1:19

P

- Peay, Lenore. see Faith Lamb-Parker, 1:35
- Peyton, Vicki. *Reasons for choosing child care: Associations with family factors, quality, and satisfaction.* 2:165
- Pianta, Robert C. *Collaboration in building partnerships between families and schools: The National Center for Early Development and Learning's Kindergarten.* 1:117
- Piotrkowski, Chaya S. see Faith Lamb-Parker, 1:35
- Ponder, Karen W. *Practitioner perspective: Assessing child-care quality with a telephone interview.* 2:241
- Post, Jackie. see Sally Lubeck, 4:499

R

- Rane, Thomas R. see Brent McBride, 1:77
- Rimm-Kaufman, Sarah. see Robert C. Pianta, 1:117
- Rispens, Jan. see Paul P.M. Leseman, 3:363
- Ritblatt, Shulamit Natan. "Are two better than one?" *The impact of years in Head Start on child outcomes, family environment, and reading at home.* 4:525
- Robinson, Heljä Antola. see Helena Siren-Tiusanen, 4:453
- Roggman, Lori A. *Inside home visits: A collaborative look at process and quality.* 1:53
- Rollenberg, Linda. see Paul P.M. Leseman, 3:363
- Roy, Carolyn. see Vicki Peyton, 2:165
- Ryan, Rosaleen. see Deborah Stipek, 1:133

S

- Sajaniemi, Nina. *Early cognitive and behavioral predictors of later performance: A follow-up study of ELBW children from ages 2 to 4.* 3:343
- Schuster, John W. *Instruction of students with moderate and severe disabilities in elementary classrooms.* 3:329
- Schuster, John W. see Kelly L. Maxwell, 4:431
- Seidl, Barbara L. *Book review: Advances in Special Education: Multicultural Education for Learners with Exceptionalities.* 3:397
- Siren-Tiusanen, Helena. *Nap schedules and sleep practices in infant-toddler groups.* 4:453

- Son-Yarbrough, Whasoup. see Dale C. Farran, 2:245
- Squires, Jane. *Identification of social-emotional problems in young children using a parent-completed screening measure.* 4:405
- St. Pierre, Robert G. *Balancing federal and local evaluations of federally-funded programs.* 1:151
- Stipek, Deborah. *Bridging research and practice to develop a two-way bilingual program.* 1:133
- Stowe, Rebecca M. see Camilo Ortiz, 1:263
- Swartz, Janet P. see Robert G. St. Pierre, 1:151

T

- Thurgood, Sarah. *Inside home visits: Response from the early Head Start program director.* 1:73
- Tsou, Lynna. see Susan D. Holloway, 2:165
- Twombly, Elizabeth. see Jane Squires, 4:405

V

- von Wendt, Lennart. see Nina Sajaniemi, 3:343

W

- Wiltz, Nancy W. "What do you do in child care?" *Children's perceptions of high and low quality classrooms.* 2:209
- Winton, Pamela. see Diane M. Early, 3:285

Y

- Yeung, Alexander Seesh. see Winnie Puiling Liu, 3:385

